



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

may be seen in the following sentence: "To know the best that has been said and thought in the world, poetry to sweeten and soften, literature to provide the pupil with knowledge and views of life, history to strengthen the sense of human solidarity and to give object lessons in government." Not only has this phrase no finite verb, but it has no logical or grammatical connection with its context. Again in the next page we find standing in place of a sentence the elliptical phrase, "Thus the theory of knowledge, and for the ethics, they, too, may be obtained inductively."

In conclusion, the most charitable excuse we can make for the author is that he is one of those who rightly lament the narrow utilitarianism of our elementary education and the mechanical and superficial methods of teaching still dominant, who see also danger in the cry for more technical and commercial education but who cannot perceive clearly either the cause or the remedy for the evil which they deplore.

A. D. SANGER.

LONDON.

EDUCATION IN THE NINETEENTH CENTURY: Lectures delivered in the Education Section of the Cambridge University Extension Summer Meeting in August, 1900. Edited by R. D. Roberts, M. A., D. Sc. (London). Cambridge: University Press.

The title of this book suggests a wider field than is actually covered by the thirteen lectures of which it is composed, for twelve of them deal with education in England, and the thirteenth gives a sketch of the present organization of schools and universities in Germany. Further, "education" is tacitly confined to influences deliberately brought to bear on children and youths in schools of various types. There is no claim to completeness, nor very much of system in the topics handled, but the lectures together give a convenient summary of the chief changes which have taken place in both the external and the internal organization of schools. Awful examples are quoted to show the depths from which scholastic England has ascended in primary, secondary and university branches of scholastic work. Undoubtedly the advance has been very real and very general. Especially prominent is it, of course, in the provision of adequate material equipment for primary instruction, and in the greater attention now paid to the higher instruction of girls and women. Marked, too, have been

the changes in curriculum and methods of teaching, and the writers of the lectures before us generally assume that all such changes are improvements. Such optimism is natural under the circumstances, but as Mr. Sadler says in his lecture—to our mind the most valuable in the volume—"Courses of study are inflicted by one generation, not on itself but on its successors, and it is only fair to wait till the victims have come to their turn to speak. They have a disagreeable way of siding with their grandparents" (p. 214). Certainly not all who are in close touch with English schools would go with Dr. Kimmins when he says that "during the past few years [rational science] teaching has been on its trial, and has come out of it splendidly" (p. 138); the generation demanded by Mr. Sadler has not yet passed; we cannot test the adult product of the science schools and that is the only test worth considering.

Several of the lectures exhibit a craving for state organization as the one panacea for the ills of secondary schools. Yet it is shown that there has been much progress during the past century without such organization. To us it seems probable that an exaggerated importance is attached to such organization. Doubtless, something of the kind is wanted to secure efficient and sufficient material conditions of secondary instruction. But beyond that, official and external regulation is likely to do as much harm as good to the cause of real education. Certainly this danger has not been avoided in State dealings with primary schools, and much of the progress of the past ten years has consisted in retracing that of the preceding thirty years. The picture Dr. Rein gives of German organization does not appeal to us as either very admirable in itself or suitable to England. Here again Mr. Sadler sounds a note of wise warning. "How is [State] authority going to touch public opinion as it exists among the boys or undergraduates themselves?" he asks. Lovers of system are always apt to regard human beings as mere items to be "systematically" dealt with; the natural result ensues that a highly "systematized" scheme of schools is frequently as uneducative in any true sense as it is externally impressive. The writers before us would not, we know, desire an organization which would weaken the true life of our schools, but we are not certain that the danger of such a result following external interference is as clearly recognized as are the material advantages of public pecuniary support.

J. WELTON.

LEEDS.